

**THE DECISION OF UNIVERSITAS INDONESIA BOARD OF TRUSTEES  
Number 005/SK/MWA-UI/2010**

**ON**

**THE NORMS OF EDUCATION AT UNIVERSITAS INDONESIA**

**With the Blessing of God Almighty**

**THE BOARD OF TRUSTEES OF UNIVERSITAS INDONESIA**

- Considering:**
- a. that education, research, and community service activities are necessary to realize the Three Principles of Higher Education (*Tridharma*) at Universitas Indonesia;
  - b. that informed and appropriate guidelines and directions are necessary in conducting efficient higher education activities, so that the objectives and functions of Universitas Indonesia can be achieved;
  - c. that based on the aforementioned considerations in a and b, a Decision on the Norms of Education at Universitas Indonesia is required;
- Referring to:**
- 1. the Law Number 20 of the year 2003 on the National Education System;
  - 2. the Law Number 14 of the year 2005 on Teachers and Lecturers;
  - 3. the Government Regulation Number 152 of the year 2000 on Designation of Universitas Indonesia as a State-Owned Legal Entity;
  - 4. the Government Regulation Number 19 of the year 2005 on National Education Standards;
  - 5. the Government Regulation Number 37 of the year 2009 on Teaching Staff;
  - 6. the Government Regulation Number 17 of the year 2010 on Management and Administration of Education;
  - 7. the Regulation of the Minister of National Education Number 42 of the year 2007 on Teaching Staff's Certification;
  - 8. the Regulation of the Minister of National Education Number 17 of the year 2008 on the First Amendment to the Regulation of the Minister of National Education Number 42 of the year 2007 on Teaching Staff's Certification;
  - 9. the Decision of the Minister of National Education Number 232/U/2000 on the Guidelines for Drafting the Higher Education Curriculum and Assessment of Education Participants' Learning Results;
  - 10. the Decision of the Minister of National Education Number 045/U/2002 on the Core Curriculum of Higher Education;
  - 11. the Decision of the Minister of National Education Number 37/MPN.A4/KP/2007 on the appointment of members of the Universitas Indonesia Board of Trustees;
  - 12. the Decision of the Universitas Indonesia Board of Trustees Number 01/SK/MWA-UI/2003 on the Bylaws of Universitas Indonesia;

**In view of:** the Letter of the Universitas Indonesia's Academic Senate Head No. 285/SAU/UI/2010 dated May 21, 2010 on the Draft of Norms of the University's Academic Senate (SAU) Products

**HAS DECIDED:**

**To enact: THE NORMS OF EDUCATION AT UNIVERSITAS INDONESIA**

## **CHAPTER I GENERAL PROVISIONS**

### **Article 1**

Definitions in this Board of Trustees' Decision are as follows:

1. **University** is Universitas Indonesia.
2. **Faculty** or other similar names is a collection of supporting resources of a Study Program, which can be grouped by Department, which coordinates the administration and management of academic, vocational, or professional education within a discipline of science, technology, art, and/or sports.
3. **Department** or other similar names is a collection of supporting resources of a Study Program for the development of science within one or several disciplines of science, technology, art, and/or sports.
4. **Study Program** is a program that encompasses a unity of study plans as guidelines for the administration of education based on a curriculum so that education participants can master the appropriate knowledge, skills, and behavior in accordance with the curriculum.
5. **Rector** is the Head of the University who is authorized and responsible for the University's administration.
6. **Dean** is the Head of a Faculty who is authorized and responsible for the Faculty's administration.
7. **Education** is the conscious and planned effort to realize an atmosphere of learning and a learning process so that education participants can actively develop their potentials in order to gain religious and spiritual strength, self-control, personality, intelligence, noble character, and skills required for themselves, the community, the nation, and the country.
8. **Higher education** is the continuation of secondary education administered to prepare its participants to become members of society with the ability to apply, develop, and/or create inventions in science, technology, culture, and art.
9. **Type of education** is a group of education based on the specific goals of an education unit;
10. **Education management** is the arrangement of authority in the administration of an education system so that the education process can take place according to its objectives;
11. **Education administration** is the implementation of the education system's components at an education unit or program within the path, level, and type of education so that the education process can take place according to its objectives;
12. **Competency** is a set of intelligent and responsible actions that a person can do as a requirement to be considered able to perform tasks in certain occupational fields in society.
13. **Profession** is an occupation or activity that a person does as a source of livelihood which requires expertise, skills, or capabilities that fulfill certain quality standards or norms and requires professional education.
14. **Professional organization** is an association of scientific community within one or several branches of science and technology, or a field of professional activities, in the form of a

- non-commercial legal entity guaranteed by the state and aims to develop professionalism and professional ethics in society in accordance with the laws and regulations.
15. **Semester** is a period of time consisting of 14 (fourteen) to 16 (sixteen) weeks of lectures or other scheduled activities along with accompanying activities including 2 (two) to 3 (three) weeks of evaluation.
  16. **Semester Credit System** is an education administration system that uses a Semester Credit Unit to declare education participants' study workload, teaching staff's workload, learning experience, and program implementation load.
  17. **Semester Credit Unit** or credits is the measure of value for the learning experience that education participants obtain during one semester through weekly scheduled activities.

## **CHAPTER II PRINCIPLES AND OBJECTIVES OF EDUCATION**

### **Article 2**

- (1) The management of education adheres to the principles of suitability, honesty, fairness, equality, accountability, transparency, and integration;
- (2) The administration of education is participant-oriented for the attainment of education goals.

### **Article 3**

- (1) Education at the University aims to produce people with character, intelligence, and skills in order to build a dignified and competitive nation through the development of science, technology, culture, and art;
- (2) Vocational education aims to equip its participants with vocational skills in order to apply, develop, and spread technology and/or art and promote their use to improve people's quality of life and enrich national culture;
- (3) Academic education aims to equip its participants with academic skills in order to apply, develop, and/or enrich science, technology, culture, and art and promote their use to improve people's quality of life;
- (4) Professional education aims to equip its participants with theoretical and practical knowledge for the mastery and development of science and technology in certain fields of expertise in order to understand and solve problems in their professional fields scientifically, uphold scientific and professional ethics, and promote their direct use in the form of service according to society's needs and demands.

## **CHAPTER III TYPES OF EDUCATION**

### **Article 4**

- (1) Types of education in the University consist of:
  - a. degree programs, and
  - b. non-degree programs.
- (2) Degree programs are higher education programs consisting of:
  - a. vocational education,
  - b. academic education, and
  - c. professional education.

*Translation from Indonesian*

- (3) Vocational education is higher education aimed to prepare its participants to apply their expertise and skills in their fields, be prepared for employment, and be able to compete, consisting of:
  - a. diploma one (D-I) programs,
  - b. diploma two (D-II) programs,
  - c. diploma three (D-III) programs, and
  - d. diploma four (D-IV) programs.
- (4) Academic education is higher education aimed at the mastery of science, technology, culture, and art, consisting of:
  - a. undergraduate programs,
  - b. master's degree programs, and
  - c. doctoral programs.
- (5) Professional education is graduate higher education aimed particularly to equip its participants with professional skills and expertise based on science, technology, ethical attitude, and special expertise, consisting of:
  - a. basic professional programs,
  - b. specialist one-year (Sp-I) programs, and
  - c. specialist two-year (Sp-II) programs.
- (6) Non-degree programs are administered within the scope of community service and life-long study.

**Article 5**

- (1) Each degree program is administered using the semester credit system;
- (2) Non-degree program is administered in many forms, such as credits for courses, trainings, continuing education, refresher trainings, and continuing professional development, or other equivalent forms.

**CHAPTER IV  
STUDY PROGRAMS**

**Article 6**

- (1) In the administration of education, Study Programs contain a unity of study plans based on a curriculum with the goal that education participants can master the appropriate knowledge, skills, and behavior in accordance with the curriculum.
- (2) The name of each Study Program must refer to its profile and reflect the objectives and type of education, in order to differentiate it from other Study Programs;
- (3) Each Study Program's curriculum encompasses several determined components, as stipulated in Article (21);
- (4) The establishment, merger, or closure of a Study Program approved by the University's Academic Senate is stipulated with a Rector's Decision.

**CHAPTER V  
EDUCATION PARTICIPANTS**

**Article 7**

- (1) Education participants are members of society who seek to develop their potentials through learning activities available at certain types of education programs;
- (2) Students are education participants attending degree programs at the University.

### **Article 8**

- (1) Each candidate can become a student after passing the student admission process administered by the University;
- (2) The student admission process uses a selection system that is objective and guarantees quality, based on the principles of fairness and equality;
- (3) Requirements for admission to the University are having a graduation certificate from a previous education program and passing the selection;
- (4) The student admission process is held in an integrated manner by the University;
- (5) Admission of students from a different type of an education program may be done by way of credit transfer and/or matriculation;
- (6) The arrangements on implementing paragraphs (2) to (5) are stipulated with a Rector's Decision.

## **CHAPTER VI UNIVERSITY TEACHING STAFF**

### **Article 9**

- (1) University teaching staff are professional educators and scholarly scientists appointed by the University;
- (2) The main duties and responsibilities of university teaching staff are to transform, develop, and spread science, technology, and art through education, research, and community service;
- (3) Further arrangements on the main duties and responsibilities of university teaching staff are governed with a Rector's decision.

### **Article 10**

In performing their duties, teaching staff must:

- a. conduct research, education, and community service;
- b. plan and administer the learning process, and assess and evaluate its results;
- c. continuously improve and develop their academic qualifications and competencies in line with the developments of science, technology, art, and/or sports;
- d. act objectively without discriminating based on education participants' ethnicity, religion, race, inter-group relations, gender, certain physical conditions, or socioeconomic background in the learning process;
- e. uphold the rules of the law, code of ethics, and religious values;
- f. maintain and foster the unity and integrity of the Republic of Indonesia.

### **Article 11**

- (1) Teaching staff must possess the academic qualifications required by the University;
- (2) Teaching staff at vocational and professional programs must possess competencies in accordance with the level and field of expertise they teach.

### **Article 12**

- (1) Teaching staff's workload covers the main activities of planning and administering the learning process, assessing, and evaluating its results, guiding and training, conducting research, and performing additional tasks and community service;

Translation from Indonesian

- (2) The workload in each semester as referred to in paragraph (1) must allow enough time to include:
  - a. education activities in accordance with the curriculum determined by the University;
  - b. research activities;
  - c. management/administrative activities;
  - d. community service activities; and
  - e. other activities;
- (3) The details and proportion of teaching staff's workload as referred to in paragraph (2) are governed with and set forth in accordance with the applicable laws and regulations.

**Article 13**

Further provisions related to Articles (9), (10), (11), and (12) above and other necessary matters regarding teaching staff are governed and stipulated with a Rector's Decision.

**CHAPTER VII  
QUALIFICATIONS OF GRADUATES**

**Article 14**

- (1) Diploma one (D-I) programs produce graduates who are skilled and able to perform routine work or solve problems of familiar nature and contexts under guidance;
- (2) Diploma two (D-II) programs produce graduates who are skilled and able to perform routine work or solve problems of familiar nature and contexts independently, either in the implementation or in the responsibilities of their work;
- (3) Diploma three (D-III) programs produce graduates who are able to perform routine work as well as work of unfamiliar nature and contexts independently either in the implementation or in the responsibilities of their work, and able to perform monitoring and guidance based on the managerial skills they possess;
- (4) Diploma four (D-IV) programs produce graduates who are able to perform complex work based on certain vocational abilities, including the skills to plan, perform tasks, and solve problems independently at a certain level, possess managerial skills, and able to follow the development, knowledge, and technological advancements in their fields of expertise.

**Article 15**

- (1) Undergraduate programs produce graduates with the following qualifications:
  - a. mastering the basics of science, technology, art, and/or sports according to the curriculum covered in a study program,
  - b. being able to apply science, technology, art, and/or sports according to the curriculum covered in a study program, and
  - c. being able to follow the developments of science, technology, art, and/or sports in their fields;
- (2) Master's degree programs produce graduates with the following qualifications:
  - a. being able to develop science, technology, art, and/or sports according to the curriculum covered in a study program,
  - b. being able to perform analyses and solve problems through research activities according to the curriculum covered in a study program, and
  - c. being able to perform analyses on various developments in their fields;
- (3) Doctoral programs produce graduates with the following qualifications:

Translation from Indonesian

- a. being able to develop new concepts in science, technology, art, and/or sports through research activities according to the curriculum covered in a study program,
- b. being able to produce innovative products or studies through research activities according to the curriculum covered in a study program,
- c. being able to follow the developments of science, technology, art, and/or sports according to the curriculum covered in a study program, and
- d. being able to synthesize various developments in their fields.

**Article 16**

- (1) Basic professional programs produce graduates with the following qualifications:
  - a. being able to provide general services (primary services) in their fields of profession,
  - b. being able to apply knowledge and skills in accordance with their fields of profession, and
  - c. being able to follow the developments of science, technology, art, and/or sports in their fields of profession;
- (2) Specialist One-Year (Sp-I) programs produce graduates with the following qualifications:
  - a. being able to provide specialist one-year program services (secondary services) in their fields of profession,
  - b. being able to develop science, technology, art, and/or sports on a specialist level in their fields of profession,
  - c. being able to solve problems in their fields of profession through research and service,
  - d. being able to analyze various developments in their fields of profession, and
  - e. being able to play the role of educators especially in the basic professional program level;
- (3) Specialist Two-Year (Sp-II) programs produce graduates with the following qualifications:
  - a. being able to provide specialist two-year program services (tertiary services) in their fields of profession,
  - b. being able to develop science, technology, art, and/or sports on a subspecialist level in their fields of profession,
  - c. being able to produce innovative products or studies in their fields of profession through research and service,
  - d. being able to synthesize various developments in their fields of profession, and
  - e. being able to play the role of educators in all levels of professional education;
- (4) Professional education is established by the University with the joint recommendations of the Faculty and related professional organizations;
- (5) Professional degrees are awarded by the University with the joint recommendations of the Faculty and related professional organizations.

**CHAPTER VIII  
CURRICULUM**

**Article 17**

A curriculum is a set of plans and arrangements on the learning objectives, contents, materials, and utilized methods as guidelines for the administration of learning in order to achieve certain education objectives.

### **Article 18**

A curriculum functions as:

- a. a guideline to achieve education objectives as well as to mold personality and expertise, and
- b. a reference for the minimum standard quality of education administration and results.

### **Article 19**

Curriculums at the University:

- a. are flexible towards and accommodate changes in the national and/or international scale,
- b. are sensitive to and refer to scientific developments and the development of higher education curriculum, and
- c. refer to the stakeholders.

### **Article 20**

- (1) The structure of curriculums at the University is divided based on the elements forming the desired competencies.
- (2) The desired competencies consist of:
  - a. the main competency, i.e. a person's ability to exhibit adequate and satisfactory performance in a working condition,
  - b. the supporting competency, i.e. a person's ability that can support the main competency if necessary,
  - c. other competencies, i.e. a person's specific ability that is different from the main and supporting competencies and depends on the main competency of a study program;
- (3) The comparison between main competencies, supporting competencies, and other competencies are governed with a Rector's Decision.

### **Article 21**

- (1) The curriculum's components must at least include the following:
  - a. Name of Study Program,
  - b. Type and characteristics of education,
  - c. Objectives and goals of education,
  - d. Courses (learning contents and materials),
  - e. Learning activities,
  - f. Teaching staff, complete with academic degrees and/or competencies and the courses they teach,
  - g. Education support staff,
  - h. Education means and infrastructure, and
  - i. Evaluation of learning results.
- (2) A course is a component of the curriculum that is the learning contents and materials, which are a set of knowledge/expertise or skills supported by related knowledge/expertise;



Translation from Indonesian

- (3) Compulsory course is a course that reflects the general characteristics and/or specific characteristics of the main competencies and/or supporting competencies of the desired education goals, consisting of:
  - a. Study Program compulsory courses, which reflect the characteristics of the main competencies and supporting competencies of the desired education goals, including courses required by the University, Faculty, and/or Study Program, and
  - b. Compulsory courses of Interest, which reflect the specific characteristics of the main competencies of the desired education goals.
- (4) Elective course is a course which reflects the characteristics of other competencies of the desired education goals, is from outside the Study Program, and can be freely selected and taken by students;
- (5) Learning activity is one of the components of the curriculum used in the process of achieving the course objectives, and must at least include the following:
  - a. Methods used,
  - b. The activity schedule, and
  - c. The activity location.

**Article 22**

- (1) Study workload is declared in credits, and study term is declared in a period of “n” semesters in all education programs;
- (2) Study workload and term are governed and stipulated with a Rector’s Decision in accordance with the applicable laws and regulations.

**Article 23**

- (1) The curriculum in vocational programs consists of:
  - a. Study Program compulsory courses, and
  - b. Compulsory courses of interest.
- (2) The determination of a curriculum including the credits proportion/percentage of Study Program compulsory courses and compulsory courses of interest as referred to in paragraph (1) above are governed with a Rector’s Decision.

**Article 24**

- (1) The curriculum in undergraduate programs consists of:
  - a. Study Program compulsory courses, including composing an undergraduate thesis/final assignment/final work or other equivalent forms,
  - b. Compulsory courses of interest, and/or
  - c. Elective courses.
- (2) The determination of curriculum including the credits proportion/percentage of Study Program compulsory courses, compulsory courses of interest, and elective courses as referred to in paragraph (1) above are governed with a Rector’s Decision.

**Article 25**

- (1) The curriculum in Master’s degree programs consists of:
  - a. Study Program compulsory courses, including composing a master’s degree thesis/final assignment/final work or other equivalent forms,
  - b. Compulsory courses of interest, and/or
  - c. Elective courses.

*Translation from Indonesian*

- (2) The determination of curriculum, including the credits proportion/percentage of Study Program compulsory courses, compulsory courses of interest, and elective courses as referred to in paragraph (1) above are governed with a Rector's Decision.

**Article 26**

- (1) The curriculum in doctoral programs consists of 2 main activities:
  - a. Substance reinforcement, including Study Program compulsory courses and compulsory courses of interest, and
  - b. Independent research, including composing a dissertation/final assignment/final work or other equivalent forms.
- (2) Doctoral programs can be attended by:
  - a. Structured-scheduled substance reinforcement and independent research activities (by course), or
  - b. Scheduled substance reinforcement and independent research activities (by research).
- (3) Further arrangements and provisions on the administration of Doctoral Programs including paragraphs (1) and (2) above are governed with a Rector's Decision.

**Article 27**

- (1) The curriculum in professional education programs consists of:
  - a. Study Program compulsory courses, including composing a final assignment/final work or other equivalent forms, and
  - b. Compulsory courses of interest.
- (2) The curriculum in professional education programs is jointly created by related professional organizations in accordance with the applicable laws and regulations,
- (3) Further arrangements and provisions on Professional education programs, including paragraph (1) above are governed with a Rector's Decision.

**Article 28**

- (1) The Rector is the main person in charge for the implementation and development of the curriculum at the University level;
- (2) The Dean is the main person in charge for the implementation and development of the curriculum at the Faculty level;
- (3) The curriculum is periodically evaluated every 3 – 5 years by adhering to Article (19);
- (4) The procedures on accountability, establishment, and evaluation of the curriculum are governed with a Rector's Decision.

**Article 29**

- (1) The authority for the establishment and development of the curriculum at the University lies with the education administrator, in accordance with the applicable laws and regulations.
- (2) The procedures on the establishment, development, and determination of the curriculum are governed and stipulated with a Rector's Decision.

## **CHAPTER IX ADMINISTRATION OF EDUCATION**

### **Article 30**

- (1) Education administered at the University must have written information that at least contains the schedule and types of learning activities used, issued by the University each year before the study term begins;
- (2) The administration of Regular, Extension, Parallel, and International Classes and similar education at a Study Program shall refer to the same unified study plan and curriculum, in accordance with the type and level of education;
- (3) The administration of such education as referred to in paragraph (2) above is stipulated with a Rector's Decision.

## **CHAPTER X EVALUATION**

### **Article 31**

- (1) Education administered at the University must be evaluated;
- (2) The evaluation of education programs aims to achieve:
  - a. Internal and external quality assurance,
  - b. Continuous quality improvement,
  - c. Accountability to stakeholders, and
  - d. Accreditation.

### **Article 32**

- (1) The evaluation of learning results aims to measure and assess students' learning process and results during their period of studies at the University;
- (2) The evaluation of students' learning results is performed periodically and thoroughly while they are attending a set of designed activities and during every course and learning activity.

### **Article 33**

- (1) Graduation from degree programs is declared in the form of a graduation diploma, signed by the Rector and the Dean, and a degree in accordance with the applicable regulations at the University;
- (2) Graduation from non-degree programs is declared in the form of a diploma, signed by the Dean and/or education administrator person in charge;
- (3) Students who do not meet the assessment criteria and requirements for graduation within the determined study term are declared to be dropped out.

### **Article 34**

Evaluation of education programs, evaluation of learning results, graduation, and drop outs as referred to in Articles (31), (32), and (33) are further governed and stipulated with a Rector's Decision.

**CHAPTER XI  
TRANSITIONAL RULES**

**Article 35**

- (1) Education programs that have been ongoing before the enactment of this Decision shall adjust with the Decision within 1 (one) year at the latest since the date it is enacted;
- (2) As this Decision takes effect, the following Board of Trustees' Decisions or Regulations:
  - a. No. 06/SK/MWA-UI/2004 on the Academic Education Curriculum at Universitas Indonesia,
  - b. No. 03/TAP/MWA-UI/2005 on the General Guidelines for the Administration of Professional Education Programs at Universitas Indonesia,
  - c. No. 08/TAP/MWA-UI/2005 on the Guidelines for Student Admissions at Universitas Indonesia,
  - d. No. 06/Peraturan/MWA-UI/2005 on the Evaluation of Students' Learning Results in Education Programs at Universitas Indonesia,
  - e. No. 07/Peraturan/MWA-UI/2005 on the Norms of Academic Education Administration at Universitas Indonesia,
  - f. No. 08/Peraturan/MWA-UI/2005 on the Norms of the Professional Education Curriculum at Universitas Indonesia,are null and void in accordance with paragraph (1).

**CHAPTER XII  
CLOSING PROVISIONS**

**Article 36**

- (1) The implementing regulations of this Board of Trustees' Decision shall be governed with a Rector's Decision within 1 (one) year at the latest since the date of enactment.
- (2) This decision on the Norms of Education at Universitas Indonesia takes effect at the date of enactment. Should any errors be found within this decision in the future, the decision shall be amended as necessary.

Enacted in Jakarta  
On 30 June 2010  
Universitas Indonesia Board of Trustees

Head,

Dr. Purnomo Prawiro